

MARYLAND LOCAL SCHOOL SYSTEM PROTOCOLS
FOR INFUSING
EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)



The following protocols represent criteria for implementation of Education That Is Multicultural and Achievement in Maryland local school systems (LSS). We provide them to assist in your Bridge to Excellence planning to infuse cultural perspectives across the curriculum and instruction to assure that no child will be left behind. The listed categories will assist as you track your level of ETMA implementation.

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DIRECTIONS: A "YES" response indicates that the item has been implemented throughout the LSS. An "In Progress" response indicates that the item has been initiated but not fully implemented system-wide. A "NO" response indicates that the item has not been initiated or implemented.

PROTOCOLS	YES	NO	IP
I. MISSION/VISION			
1. *The local school system has a written mission or vision statement that includes a stated commitment to:			
❖ diversity			
❖ ETM			
❖ enhancing student achievement			
❖ eliminating student achievement gaps			
2. The mission statement has been shared with schools, staff, students, parents, and the community.			
II. PLANNING			
1. The LSS has developed its plan that includes a statement of purpose to enhance student achievement and eliminate academic gaps.			
2. The LSS has an Equity/Multicultural Advisory Council that assists with planning and includes representatives from diverse groups (of students, parents, community organizations, school and school system personnel, etc.)			
3. The plan reflects collection and analysis of disaggregated data related to student achievement by:			
❖ race/ethnicity			
❖ gender			
❖ FARMS (free and reduced meals)			
❖ special education			
❖ gifted and talented			
4. The plan identifies assessments used by the LSS to enhance student achievement and eliminate academic gaps.			
5. The plan provides a variety of specific strategies to enhance student achievement and eliminate academic gaps.			

PROTOCOLS	YES	NO	IP
III. CURRICULUM			
1. The LSS provides PreK-12 curriculum that provides opportunities for students to learn about, understand, and value a variety of cultures.			
2. * The LSS provides PreK-12 curriculum with the following content: (Provide one sample curriculum guide).			
❖ emphasis on correcting the omissions and misrepresentations of African Americans, Asian Americans, Latinos, Native Americans, women, and individuals with disabilities			
❖ historical events related to diverse populations and reflecting diverse perspectives			
❖ political, social, and economic conditions experienced by cultural groups			
❖ exploration of racism, sexism, bias, prejudice, harassment, and discrimination experienced by cultural groups			
3. The LSS provides curriculum that includes opportunities for students to demonstrate the following attitudes and actions:			
❖ valuing one's own heritage			
❖ valuing the richness of cultural diversity and commonality			
❖ being aware of and sensitive to individual differences within cultural groups			
❖ addressing stereotypes related to ETMA Diversity Factors (race, ethnicity, region, religion, gender, language, socio-economic status, age, and individuals with disabilities)			
4. The curriculum includes lessons that reflect a diversity of learning styles.			
5. The LSS provides training for curriculum writers on ETMA infusion.			
IV. INSTRUCTION			
A. Climate			
1. The LSS provides an instructional program that promotes:			
❖ a school climate in which harassment is not tolerated and in which incidents of intolerance or hate/violence are addressed in an equitable and timely manner			
❖ a school climate that promotes the development of interpersonal skills that prepare students for a diverse workplace and society			

PROTOCOLS	YES	NO	IP
2. The LSS addresses any identified inequities by cultural groups in disciplinary actions such as suspensions and expulsions.			
B. Access and Grouping			
1. The LSS promotes grouping of students to reflect cultural diversity.			
2. The LSS ensures that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background.			
3. The LSS uses data disaggregated by race/ethnicity, gender, second language learners (ESL), and socio-economic status to assess inequities in course participation, student placement, and grouping, and to make adjustments to assure equity.			
4. The LSS assures that all students with disabilities are afforded access to classes and programs in the "least restrictive" environment.			
5. The LSS monitors and addresses disproportionate referrals and placements of students in special education programs.			
6. The LSS provides outreach to assure that there is equitable representation of diverse cultural and economic groups in:			
❖ advanced placement courses			
❖ gifted and talented programs			
❖ special initiatives such as grants and/or pilot programs			
❖ student organizations and extracurricular activities			
C. Instructional Activities			
1. The LSS provides information and resources to teachers for assessing and incorporating into instruction students' diverse learning styles and cultural identities.			
2. The LSS identifies and uses strategies to reflect student achievement outcomes that are measurable, observable, or demonstrable.			
3. * The LSS has developed and implemented strategies for acceleration of underachieving students in all cultural and economic groups as identified by analysis of disaggregated data. (Provide a list or brief description of strategies implemented).			
4. The LSS provides opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.			

PROTOCOLS	YES	NO	IP
5. The LSS reviews system-wide assessments to assure that they are bias free and that the content is representative of diverse populations.			
6. The LSS provides a range of appropriate assessment tools and strategies to schools to modify instruction to enhance student achievement and eliminate academic gaps.			
V. STAFF DEVELOPMENT			
1. Staff development includes involvement of all staff (central office, administrators, school board members, support staff, teachers, teacher aides, bus drivers, custodians, cafeteria workers, etc.).			
2. The LSS provides activities:			
❖ that involve all staff in exploring attitudes and beliefs about their own cultural identity			
❖ to identify instructional strategies, techniques, and materials appropriate for ETMA			
3. * The LSS provides training: (Provide a list of training offered related to ETMA)			
❖ in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to develop ETMA instructional programs			
❖ to recognize and address bullying, harassment, stereotyping, prejudice, discrimination, and bias			
❖ which involves all staff in exploring attitudes and beliefs about other cultures to foster greater inter-group understanding			
❖ for curriculum specialists and developers to recognize and address the omissions and misrepresentations of groups and individuals in curriculum			
4. The LSS offers a professional development course in ETMA that is			
❖ mandatory			
❖ voluntary			
5. The LSS supports opportunities for staff to attend and participate in local, state, regional, national ETMA courses, conferences, seminars, and workshops.			
6. The LSS approved professional development workshops and courses include an ETMA focus where appropriate.			

PROTOCOLS	YES	NO	IP
VI. INSTRUCTIONAL MATERIALS AND RESOURCES			
1. The LSS implements a process for selection of multicultural instructional and media materials in all subject areas.			
2. The LSS maintains a professional library that includes current professional development references for teachers and administrators on education that is multicultural and student achievement.			
3. The LSS assures equitable funding for instructional materials to meet the academic needs of the school community to enhance student achievement.			
VII. PHYSICAL ENVIRONMENT			
1. Schools, central office buildings, and satellite locations are barrier free and accessible for people with disabilities.			
2. LSS buildings physically reflect diversity in displays and materials.			
3. The LSS provides equitable allocation of funds and resources to address physical facility needs of individual schools.			
VIII. POLICIES			
1. The LSS has a policy that requires the formation of an Equity/Multicultural Advisory Council.			
2. The LSS has a written policy including specific goals for enhancing student achievement and eliminating student academic gaps (race/ethnicity, gender, socio-economic status, etc.).			
3. The LSS has written policies that prohibit discrimination against students and staff based on the diversity factors, which are disseminated to all schools and included in staff and student handbooks and publications.			
4. The district has established procedures for students and staff to report discrimination complaints based on any of the diversity factors.			
5. All district publications use bias free and gender fair language and visual images that reflect cultural diversity.			
1. Communications for parents and community members are available in languages other than English where appropriate, as well as in alternative formats for persons with disabilities.			
X. PERSONNEL			
1. Equitable hiring and promotional practices are proscribed and adhered to in the district.			
2. Hiring practices include outreach, recruitment, and retention that reflect the diverse representation of the community and school district.			

PROTOCOLS	YES	NO	IP
3. Specific staff member(s) are designated to coordinate the implementation of ETMA within the LSS:			
❖ full time 100%			
❖ part time 75% <input type="checkbox"/> 50% <input type="checkbox"/> 25% <input type="checkbox"/> Less than 25% <input type="checkbox"/>			
4. Highly effective and certified teachers are assigned to low achieving schools.			
5. Teacher evaluation instruments include item(s) related to effective ETMA instructional skills.			
6. Administrator evaluation instruments include item(s) related to effective ETMA instructional skills.			

COMMENTS

Please provide any additional comments related to this Implementation Status Report.

March 2005